



# St Edward's

## CHELtenham

### English as an Additional Language (EAL) Policy

*This policy is posted on the School Website*

(THIS POLICY APPLIES TO THE SENIOR SCHOOL)

#### Rationale

To ensure, as far as possible, that students for whom English is an additional language are integrated into the school community and are able to access the curriculum and make progress comparable to other students of similar ability.

#### Aims:

- That all EAL students should be able to:
  - Use English confidently and competently for social and academic purposes
  - Use English as a means of learning across the curriculum
  - Make progress which is comparable to that of other students of similar ability.
  - Have access to a broad, balanced and relevant education which will not discriminate against them.
- To assist the integration of EAL students into the school community.
- To inform staff of the needs of students for whom English is an Additional Language.
- To support teachers in structuring lessons appropriately and using language in ways that support and stimulate development in English to meet the specific needs of students learning English.
- To enable EAL students to acquire the necessary qualifications for access to U.K. universities, if appropriate.
- That EAL lessons should support and develop students' appreciation and knowledge of British culture, manners and behaviour.

#### Responsibilities

##### *The Admissions Manager*

- To collect information from parents (or representative agencies) of prospective and new students with regard to English as an Additional Language and alert the Headmistress, the Deputy Head (Academic) and the Head of International Students.
- To collect information for the Head of International Students and the Deputy Head (Academic) with regard to student performance in Public Examinations and/or prior attainment, this may include level of English and a School Report.
- To organise a Skype interview with the candidate and the Headmistress (or Head of International Students) as part of the application process.

- To organise in conjunction with the Head of International Students for appropriate entrance papers to be completed by the applicant; these will normally include an English and Mathematics paper and additional papers in subjects considered to be necessary.

#### ***The Head of International Students***

- To ensure that appropriate arrangements are made for entrance examinations, e.g. modified papers and liaise with Heads of Departments and the Admissions Manager regarding these.
- To discuss EAL matters/requirements with parents or guardians as appropriate and inform them of provision.
- To ensure that children for whom English is an additional language are recorded on the EAL register.
- To conduct a baseline assessment of students' proficiency in English, during their first half term at St Edward's.
- To review the progress of students for whom English is an additional language.
- To provide information to Heads of Department and Heads of Year on individual student's strengths and areas for development relating to the English language.
- To advise Heads of Department of strategies to support EAL students, as appropriate.
- To inform the Deputy Head (Academic) of matters relating to provision.
- To make referrals to the Individual Learning Department of EAL students for assessment of special educational needs if the student is considered to have an underlying problem where they are not making the expected progress.
- To liaise with the Examinations Officer about entry to Public Examinations for EAL qualifications and ensure that appropriate arrangements are made where students are entitled to concessions for Public Examinations.
- To monitor the effectiveness of overall provision.

#### ***The Deputy Head (Academic)***

- To discuss option choices and likely needs of EAL students new to the School with the Head of International Students.
- To review the progress of EAL students with the Head of International Students.

#### ***Heads of Department***

- To ensure that matters regarding students for whom English is an additional language are on departmental agendas at least once half-term, where relevant.
- To ensure that the department has a policy for supporting students for whom English is an additional language.
- To ensure that a new teacher is briefed regarding any child being taught for whom English is an additional language, where there are changes of teacher within an academic year.

- To make the Head of International Students aware via email of students who appear not to be making the expected progress and of the strategies, which are being implemented within the department to address the situation,
- To provide subject teachers with information regarding EAL students.
- To advise subject teachers on strategies to support EAL students.
- To monitor the progress of EAL students.

#### ***Subject teachers***

- To appreciate that all teachers contribute to the teaching of effective spoken and written English, and this should be embedded in the teaching and learning of subject content.
- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those students they teach for whom English is an additional language.
- To ensure that students are supported in the use and understanding of subject specific vocabulary.
- To ensure that differentiation is used, as appropriate, and in line with the departmental policy, in order to allow children for whom English is an additional language greater access to subject matter.
- To follow the suggested strategies, where possible, indicated on the individual student profile sheets.
- To discuss with Heads of Department any child causing concern due to a lack of expected progress.

#### ***The Senior Deputy Head***

- To ensure that Heads of Year monitor the progress of students for whom English is an additional language from the pastoral perspective, especially in terms of integration into the School community.
- To consult with the Head of International Students regarding referrals as appropriate.

#### ***Form Tutors***

- To familiarise themselves with the information on the EAL register and to record (in whatever way is most appropriate) those students in their tutor group for whom English is an additional language.
- To use feedback from subject teachers to monitor progress and inform consultation with Heads of Year wherever there are concerns.
- To be pro-active in encouraging the progress of students for whom they have a pastoral responsibility, especially in terms of integration into the school community.
- To encourage participation in extra-curricular activities.

#### **Implementation:**

- Students for whom English is an additional language are given modified entrance examination papers as appropriate.
- Overseas students undergo a baseline assessment of their proficiency in English in their first half term.

- A register of all EAL students is kept and this is published on the M-drive in the EAL folder and on the dashboard; students receiving specialist provision are highlighted on this list. Assessment of English proficiency is carried out as appropriate.
- The Head of International Students accesses copies of all School Reports and Studies Assessments or target sheets for EAL students.
- Progress of EAL students is monitored through a review of Studies Assessments, examination results and School Reports, as well as through progress made within EAL lessons.
- EAL students receive support through curriculum subjects to develop the four skills (Reading, Writing, Speaking and Listening).
- Specialist tuition is available to students in Years 7-13 as an additional charge to the termly fee. Students may be offered the opportunity of EAL tuition in place of a subject, as appropriate, or lessons will be arranged in non-contact time.
- Requests at any time for EAL support from a pupil, their parents or by a pupil's teacher/tutor are always taken into account. Once a potential EAL student is identified, further assessment takes place and lessons as appropriate can then be arranged.
- The decision to offer an amended curriculum follows discussion between the Deputy Head (Academic), the Head of International Students and in consultation with parents/guardian.
- Arrangements for the provision of language support for an individual are reviewed at least annually by the Head of International Students; changes at any other times are made following reports or assessment grades.
- A list of keywords, for each main topic is provided by departments teaching overseas students, as appropriate.
- The effectiveness of overall provision is monitored through a regular review of samples of students' work and discussion with the students. A review of individual assessment grades and reports also provides information in this respect.
- In Year 10 and 11, the focus of EAL lessons is to support their progress in their GCSE subjects, but in particular English.
- All Sixth Form EAL students have the opportunity and choice to sit IELTS examinations. Parents/guardians will be charged for any fees in connection with such examinations in accordance with the School's normal practice for all Public Examinations.
- Overseas students have an individual interview with the Head of International Students twice per year or as appropriate. Students' work and progress will be discussed in these sessions.
- Parents/guardians will receive Reports on EAL additional lessons, in accordance with the School's Assessment policy.
- A Development Plan is produced annually.

## Monitoring

The Deputy Head (Academic) and Head of International Students are responsible for monitoring the implementation of the policy through discussion with students and sampling their work, and with Heads of Department.

**Links to Other Policies**

Special Educational Needs Policy

**Review**

The English as an Additional Language Policy is reviewed annually by the Education Committee.

Up-dated	Summer 2017
To be reviewed	Summer 2020 or as required
By whom	Headmistress/Deputy Head Academic/Head of MFL & International Students (Education Committee)